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The Effectiveness of Individualized Instruction in a Learning Center, to Eliminate Ninth Grade Reading Deficiencies

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THE EFFECTIVENESS OF INDIVIDUALIZED INSTRUCTION,
IN A LEARNING CENTER, TO ELIMINATE
NINTH GRADE READING DEFICIENCIES

Presented to the
Department of Educational Administration-Supervision
and Foundations
and the
Graduate Faculty
University of Nebraska
at Omaha

In Partial Fulfillment
of the Requirement for the Degree
Specialist in Education

University of Nebraska at Omaha

by
Mitchel P. Dorsey
December 1981

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FIELD PROJECT ACCEPTANCE

Accepted for the Graduate Faculty, University of Nebraska,
in partial fulfillment of the requirements for the degree
Specialist in Education, University of Nebraska at Omaha.

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CONTENTS

	Page
FIELD PROJECT ACCEPTANCE	ii
TABLE OF CONTENTS.	iii
Chapter	
I. INTRODUCTION	1
Statement of the Problem	6
Procedure.	6
Statement of Assumptions	7
Significance of the Study.	8
Limitations of the Study	8
Definition of Terms.	8
Organization of the Study.	9
II. LITERATURE	12
III. METHODOLOGY.	25
IV. FINDINGS	32
V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	45
BIBLIOGRAPHY	48
APPENDIXES	
A. NOTIFICATION TO TRAINING MANAGER	50
B. ADULT BASIC LEARNING EXAMINATION RESULTS	51
C. READING IMPROVEMENT PROGRAM LETTER	52
D. PERSONAL AND EDUCATIONAL HISTORY	53
E. AUTHORITY TO ENROLL.	54
F. AUTHORITY TO ATTEND.	55
G. STUDENT CONTRACT	56
H. SUPERVISOR SURVEY INSTRUMENT	59
I. STUDENT SURVEY INSTRUMENT.	60

THE EFFECTIVENESS OF INDIVIDUALIZED INSTRUCTION,
IN A LEARNING CENTER, TO ELIMINATE
NINTH GRADE READING DEFICIENCIES.

1. Introduction. The United States counts as one of its major achievements, that of being the first country in the world to attempt to give education beyond the three R's to all its youth, regardless of intellectual endowment or socioeconomic status. Investigation of this premise reveals a gap between practice and pretensions. This is evidenced by the fact that in recent years, colleges, universities, businesses, vocational institutions, and industry have been highly critical of the large number of high school graduates with deficiencies in basic learning skills. These deficiencies impede academic, job related and/or job performance. Such an indictment of the secondary educational system has caused some state legislatures to consider proposals that all high school graduates be required to successfully complete a state developed competency based testing instrument to qualify for graduation.

The United States Armed Forces has attempted to cope with this problem for many years. The Air Force operates programs to reduce basic learning skill deficiencies, with emphasis upon individualized instruction. The program is designed to cover two areas: (1) to provide opportunities for service personnel to

complete remedial and refresher courses required for job-related training or work performance; and (2) to provide opportunities for service personnel who have not completed high school to complete their secondary education. The Air Force learning center program, designed to enable enlisted personnel to eliminate reading deficiencies, is a component of the Individual Development and Educational Advancement Programs (IDEA). First term enlisted personnel reporting to Offutt Air Force Base Nebraska, and not reading at the 9th grade level are referred to Education Services. At Education Services, the Adult Basic Learning Examination (ABLE III) instrument is administered. This instrument measures competency in reading and vocabulary. Personnel who do not score at the 25th percentile are enrolled in the IDEA program.

The individual is placed in the learning center's reading program for eighty clock hours of instruction. Eighty hours of individual instruction in most cases, is usually adequate. To further assess specific needs, the student is administered the Stanford Diagnostic Reading Test (SDRT). This test is designed to identify the student's strengths and weaknesses in four major reading skill areas-decoding, vocabulary, comprehension, and rate. The SDRT is intended for use in grades 5 through 8 and with low achieving high school students. The SDRT is an acceptable diagnostic tool for assessing the needs of ABLE reading students. Based upon the scores of the SDRT subtests and according to the needs diagnosed by the ABLE III test, a personalized

contract is negotiated between the student and the center staff. Upon completion of the contract, a different form of the ABLE III instrument is used to assess progress. If the student does not pass the retest, he or she may enroll for another eighty hours of work, based upon a decision by his/her supervisor.

The Air Force support of this program is evident by Air Force Regulations that: (1) require each base to establish an ongoing program that will assist in the development of minimum competency skills; (2) make it mandatory; and (3) it be offered at no cost to participants.

A review of current literature reveals wide support for and against individualized instruction as a means of providing for the individual needs of students. According to Noreen Bittel, the learning center is "a place where students are "turned on" to learning and where teachers provide the stimulation necessary for learning. It's primary purposes are to seek better methods of developing learning, giving an opportunity to experience decision making, self-direction, individual progression, and independence in study."¹ Such a center is characterized by flexibility. It is a place where educational media in all forms are housed, distributed and used for the promotion of individualized learning. Other benefits that may be received are: (1) the provision for students of all levels of intellectual capacity to become independent learners; (2) the provision for students to work in an environment of autonomy, free from external pressures and

competition from fellow students; and (3) the creation of a learning climate that allows for self-understanding and using this understanding to assume responsibility for self-growth.²

An application of a learning center concept to business was developed by the Boeing Aerospace Corporation. This Company operates a network of learning centers that is described as an "integration of facilities, equipment, materials and instructors into a course development and delivery system. Through a combination of instructional system development techniques and uniquely deployed off-the-shelf audio/visual devices, the Boeing system increases accessibility to learning."³ Functionally the center is composed of three major subsystems: (1) learning centers; (2) instructional materials centers; and (3) telecommunications. The primary function of the learning center is that of delivering mediated courses. This concept allows for a building block approach to implementing a learning center program. One of the five learning center subsystem components is independent study. The independent study area is designed to reinforce group study activity. Independent study students control equipment and materials used to present their instruction. Therefore, study may proceed at the individual student's desired pace. This "pacing"--whether under the heading of independent study or individualized instruction--directs attention to an important aspect of instruction.

Individualization and personalization of instruction in general and in foreign language study was examined by June K. Phillips. She concentrates on the literature and programs in the 1971-73 period. She stated:

Since students learn at different rates, for different reasons, and in different ways, the concepts of individualization are well grounded in learning psychology. Self-pacing, learning packets or programmed learning, mini-courses, and career orientation are features that serve individual student needs. Flexibility is a key word for the processes that are usually derived from informal classroom experimentation. The use of performance objectives, contracting for grades, and the joint effort of teacher-student interaction to set goals and conditions for learning are elements of personalized and individualized instruction.⁴

An investigation by Linda L. Leeking was done to ascertain the effectiveness of individualized instructional methods as compared with traditional instructional methods in vocational food service programs at the community college level.⁵ Students involved were a group of transfer students and a group of students entering the community college from high school. A questionnaire was administered to compare significant differences between individualized and traditional instruction for eight variables: academic challenge, motivation to learn more about a concept, appropriateness of learning level, preference for peer contact, amount of instructor contact preferred, satisfaction of individual interests, identification of learning concepts to learners, and sense of achievement.⁶ Her findings:

In the total population's responses, three variables indicating a preference for individualized instruction were

found: satisfaction of individual interests, identification of learning concepts to the learner, and sense of achievement.

In general, the cited literature affirms the potential of individualized instruction in a learning center environment.

For the past four years, a learning center has been in operation at Offutt Air Force Base. During the period September 1979 through December 1980, 125 students enrolled in the Offutt IDEA reading program. Individual contracts with a duration of two to four months were negotiated. Instructors, audio-visual and other media were made available to assist them with their progress. The task now is to evaluate the effectiveness of this program.

Statement of the Problem. This project evaluates the effectiveness of the Air Force Individual Development and Educational Advancement Reading Program in assisting students to reach the 9th grade reading level.

Procedure. The following procedures were used to assess the program:

1. The program staff's criteria for successful completion were determined.
2. A random sample of 100 students was selected.
3. Charts were made of the percent of students who:
 - a. successfully completed the respective program parts as negotiated.

b. successfully completed the program with extended time.

c. transferred to other bases or separated from the Air Force prior to program completion.

4. Charts were made of the pre-post test scores of students who:

a. successfully completed the respective program parts as negotiated.

b. successfully completed the program with extended time.

5. A survey instrument was developed to assess the supervisor's perception of student's job related reading skills relative to:

a. understanding of written instructions.

b. understanding of oral instructions.

c. errors made on the job that may be attributed to inadequate reading skills.

d. ability to communicate with others.

e. ability to complete reports and perform other job related tasks.

Statement of Assumptions.

It was assumed that a non-competitive individualized instruction system would expedite the achievement of minimum 9th grade reading competencies.

It was assumed that given a specific assignment by the teacher, learners in the learning center environment would learn at their own pace and evaluate their own progress.

It was assumed that given a choice, the learners would choose appropriate learning center resources in order to meet their need for improvement.

Significance of the Study. The evaluation of the remediation program in reading under the learning center concept will contribute by:

1. Helping center administrators and teachers to make decisions about their program objectives.
2. Assisting in determining if program modification is required or if the program should be continued.
3. Giving some insight into whether or not increased accessibility to learning serves as a motivator for persons with educational deficiencies.
4. Assisting in the development of a support system for individualized study that may serve as a model for all branches of the military service.

Limitations of the Study. This study is confined to the Individual Development and Educational Advancement (IDEA) Reading Program at Offutt Air Force Base, Nebraska.

Definition of Terms.

Educational Deficiency. The term as used in this study refers to a lack of the basic skill of Reading.

First Term Enlisted Personnel. This term refers to personnel in their first Air Force enlistment with Offutt Air Force Base as their first duty station.

Referred Student. Those students identified by commanders and/or supervisors as needing remedial training.

First Enrollment. Refers to those persons enrolling in the IDEA program with an expected completion date of one to two months of instruction.

Organization of the Study.

Chapter 1 - Introduction. The general content of this chapter includes an introduction to the problem area. The chapter also refers to materials that indicate the importance of the study. Background information on the specific problem is presented.

Chapter 2 - Literature. An extensive review of selected related literature, exposing positive and negative thinking in the problem area is presented. This chapter includes a summary review.

Chapter 3 - Methodology. The study was conducted at the Offutt Air Force Base Learning Center. It describes the processes used for assisting students to reach the ninth grade reading level by: describing the remedial reading student and his/her environment; adapting curricula and materials to the student's state of readiness and exploring the ways in which individualized instruction can assist the student. Records were

maintained to compare successful completion to unsuccessful rate. Also the development of questionnaires to measure supervisor and student perception of the effectiveness of the program are described.

Chapter 4 - Findings. An analysis of the data obtained is made, and summarized in tables or figures as appropriate.

Chapter 5 - Summary, Conclusions, and Recommendations. This chapter describes, presents, and makes recommendations. It restates the problem, briefly describe the research method used, lists the findings of the study, present conclusions based upon the findings and make recommendations. This study is deemed important due to the need for learning center staff and Air Force officials to know whether or not the program is useful.

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II

LITERATURE

Throughout the history of education, much discussion has focused upon methods used to improve the teaching-learning process. Two schools of thought have emerged. Behaviorists, according to K. Patricia Cross, have stressed the application of scientific principles, whereas humanists have placed the emphasis on need.¹ The two positions are viewed by some authors and researchers as being devisive. Nevertheless, there seems to be little doubt that both schools of thought will remain with us and both will make significant contributions to reaching the goal of improving the teacher-learning process.²

A review of current literature reveals considerable support for individualized instruction as a means of providing for the individual needs of students. Further support is given to the use of the learning center as an appropriate tool.

John F. Newport, on the subject of Individualized Instruction, states that teaching in the past was generally a matter of planning a lesson and "presenting" it to the entire class (the whole class approach). Recognizing this method as being appropriate, he then hypothesizes that such a method can hardly be defended as effective for a large segment of today's students.³ He alludes to the variety of individualized approaches that are evolving today. He further states that all such approaches are

similar; however, they differ in the nature and extent of individualization and the nature and extent of the support system needed for proper implementation. In the whole class approach, all students supposedly learn the same things, through engaging in the same activities at the same time. A departure from this procedure requires all students to meet teacher-required objectives but allows students to pace their own activities. This approach is considered by many as individualized instruction, while others see it as independent study. However, Newport posits that "the approach does lead to the individualization of one component of instruction--the pacing of learning activities."⁴ He also states that the highly individualized approach is evident "when either objectives or learning activities or both are prescribed by the teacher but are tailored to individual students as their needs, interests, abilities, and learning styles are revealed through diagnostic testing."⁵ Though supportive of individualized instruction, he strongly advises the development of a unique support system that contains the promise for success.

Ruth Justine Kurth compared small group and individualized instruction in a junior college remedial reading program. Sixty of the students were taught in a small group setting (ten students per class); the remaining students received individualized instruction in a laboratory setting. Instructors emphasized word recognition, vocabulary, and comprehension skills, "An analysis

of pretest and posttest scores indicated that the teaching of reading comprehension and vocabulary skills was more effective when done in small group sessions than in individualized sessions."⁶

Individualization and personalization of instruction in general and in foreign language study was examined by June K. Phillips. She concentrates on the literature and programs in the 1971-73 period. She states:

Since students learn at different rates, for different reasons, and in different ways, the concepts of individualization are well grounded in learning psychology. Self-pacing, learning packets or programmed learning, mini-courses, and career orientation are features that serve individual student needs. Flexibility is a key word for the processes that are usually derived from informal classroom experimentation. The use of performance objectives, contracting for grades, and the joint effort of teacher-student interaction to set goals and conditions for learning are elements of personalized and individualized instruction.⁷

Jack D. Burke and others are supporters of the use of learning contracts as a tool of teaching. According to Burke and his associates:

Typically a learning contract has three components. The first deals with the student's goals and objectives. The second component involves identification of the learning resources and activities to be used. The third and most important component is specification of the products, processes, and outcomes for evaluation and the criteria to be used in assessing them. Among advantages of the learning contract system are: (1) students are able to devise personally relevant learning experiences; (2) planning and self-reflection involved in contract formation fosters greater student self-awareness; (3) independent study prepares students for lifelong learning. Disadvantages include the extra time required of faculty and the heavy demand placed on learning resources.⁸

In their book *Personalized Curriculum: Method and Design*, O. W. Kopp and David L. Zufelt trace two centuries of education in the United States. They speak of the forces that continue to create an educational lag; the fast pace of curriculum organizational patterns, and the many different graded classrooms that are still around. The emergence of individualized instruction is seen as one of many promising aspects for the future of improved instruction.⁹ This is a significant development due to the willingness of teachers to individualize and more teacher willingness to personalize curriculum.

As attempts to further individualize instruction are made, the use of contracts as a tool to organize learning has increased. The format of contracts vary from system to system but they all essentially contain six elements: (1) classification, (2) purpose, (3) performance criterion, (4) evaluative criteria, (5) taxonomy and (6) resources.¹⁰ Limitations of the contract format include: (1) teacher language can serve to act as a barrier to learning, (2) the tendency to use textbooks, workbooks, ditto materials, library references and commercial games as sources of information.¹¹ This is seen as carrying over the old course of study to the new contract format. Teachers using the contract method must broaden the scope of resources to be used. "Utilization of many media should be fundamental to individualization of instruction and an integral part

of every contract. To individualize the curriculum, a classroom teacher must be concerned continually with providing resources that exercise minimal competencies to the acceptable level and at the same time, are more than just reading vehicles."¹²

Joyce Fern Glasser identifies the important feature that distinguishes the Learning Center from traditional school programs as that of the emphasis placed on individualized instruction and self-directed learning.¹³ Although her frame of reference is the Learning Center at the elementary level, the concept with modifications seem appropriate at any level of instruction. The Learning Center concept develops valuable skills in students, according to Glasser. Skills such as decision making regarding one's own learning process; the appropriate selections of study materials; the freedom to fail without a sense of being hopeless; the capacity to increasingly assume the responsibility for one's own learning progress; the application of things learned; and the discovery of other areas that lend to successful, self-rewarding achievement. Her model for the introduction and or improvement of a Learning Center promises to overcome the barriers of inadequate space, inadequate library facilities, and lack of funds.

Glasser identifies the essential element of individualized instruction as that of one teacher working with one student. The individual student teacher conference is an important part of such a program. Other elements are: (1) student selection of

material; (2) student and teacher cooperatively devise a course of study to meet student needs and interests; (3) student and teacher cooperatively decide upon evaluation method; and (4) the teacher serves as consultant to the student in the form of assisting with the procurement of materials and resource persons, adjustment to the individualized instruction method of study, interpreting resources, and integrating knowledge from different resources.¹⁴ The initial stage of this approach is seen as a major difficulty. Initially, student reluctance or lack of knowledge about the subject area may inhibit the student's ability to make decisions relative to what he or she wishes to study. This situation may cause the teacher to impose suggestions upon the student that may represent the vested interest of the teacher rather than the needs of the student. The individualized instruction approach "includes provisions for handling individual differences due to interests, needs, learning rates and learning styles."¹⁵

John Searls offers a resounding "YES" for the concept of individualized instruction as applied to the social studies.¹⁶ According to Searls, there has been a considerable amount of experience with it, including three national efforts--therefore, such instruction is beyond innovation. Searls states that "practitioners have many alternate approaches, demonstrated to be both feasible and useful, from which they may choose."¹⁷ He

cites some advantages of individualized instruction. For the student--(1) it meets individual needs that allow students to work at their own pace, thereby not discouraging the slower student, nor the gifted; (2) it considers the prior knowledge and ability of individuals through the use of diagnostic procedures that allow teachers and/or curriculum planners to prescribe appropriate learning activities; and (3) students "not only seem to learn as much "standard" subject matter as they do with other forms of instruction, they also learn more in certain realms difficult to quantify, e.g., developing a positive self-concept or the ability to make autonomous decisions."¹⁸

Teachers benefit in terms of satisfaction obtained through the process of re-examination of how they organize and present their subject. On his defense of individualized instruction, Searles continues:

The teacher-student relationship is enhanced by individualized instruction. Students feel that they are treated as unique human beings. They are freed from the lockstep of group instruction and their teachers are liberated to act as more than dispensers of facts or symbols of law and order.

Individualized instruction can help produce students who are learners in the fullest sense of the word. They are seekers, not receivers; they are self-directed, not other-directed. They are helped to learn how to learn after formal schooling ends.¹⁹

Harriet Kaylor offers a resounding "NO" for the concept of individualized instruction in the teaching of social studies.²⁰ Her position states:

The process of individualized instruction as diagnosing and prescribing can be said to have been borrowed from the medical profession. It is not realistic, however, for teachers to expect the same straightforward results found in medicine by using diagnosis and prescription. To try to accommodate all the factors affecting a student's learning is a staggering task. If diagnostic methods are in an early stage of development, isn't prescriptions of "cures" perilously premature? And isn't it therefore questionable, at best, to make very many prescriptions for individual work in the social studies?²¹

She cites the results of studies that point to less than significant results in terms of academic achievement when using this approach. She fears the "misuse of individualized instruction by those who interpret it to mean that each student works alone most of the time."²² Social studies programs that focus upon decision making, controversial issues and inquiry, do not support the idea of individual work, except in small doses, according to Kaylor. A disadvantage of reported successful individualized programs is the large support system required--support that most school systems cannot afford. She concludes that:

What the move toward individualizing instruction may have done is: (1) focus on sharpening and clarifying educational objectives, (2) bring congruence between objectives and methods, and (3) point up the necessity of quick feedback to students. Tightening traditional group instructional programs by attending to these components may cancel the need for costly diagnosis and prescription for each student which characterizes individualized instruction.

Teacher sensitivity to students as individuals in interpersonal relationships is necessary. It is nurtured by an instructional program that allows for systematic individual contact with each student. This individual attention is influenced by the teacher's attitude toward individual students. This attitude, the sine qua non of teaching, is independent of the type of instruction. Group instruction does not prevent it; individualized instruction does not guarantee it. The benefits of individualized instruction are outweighed by the costs.²³

In a paper presented at the annual meeting of the American Mathematical Association of Two-Year Colleges, Richard Spangler discussed three programs offered by the Mathematics Learning Center at Tacoma Washington Community College: An independent-tutorial study system, a student tutorial system, and a basic arithmetic skills laboratory.²⁴ The basic arithmetic skills laboratory offers courses that range from arithmetic to calculus, in thirty independent-tutorial packages. During the quarter, students proceed at his or her own rate of study. A student either completes the course by the end of the quarter or earns an incomplete grade which must be made up during the next quarter. The mathematics laboratory personnel consist of a faculty director, instructors who diagnose exams and prescribe remedies for weaknesses, teaching assistants, and clerks. The basic skill laboratory provides service to adults whose skill level in arithmetic and reading is below fifth grade. "Results over seven years are seen in a reduced lecture class dropout rate, and in the doubling of the mathematics student population without any increase in personnel."²⁵

Compared to the lecture system of instruction, this Learning Center approach has been judged successful. However, Spangler lists advantages and disadvantages of the approach. He states:²⁶

Despite our success, certain disadvantages are evident:

1. A student who chooses the independent-study approach rather than the lecture approach sometimes finds he is unsuited for it because of poor self-discipline and study habits. By the time this is discovered, it is usually too late to transfer to a lecture section.

2. A student who is successful in this type of individualized study may find it difficult to adjust to classroom mathematics instruction when no other form is available.

3. Some students tend to procrastinate, since completion of a course depends on a student's initiative to study the material and take tests. Again, self-discipline is a key factor.

4. Only courses based on manipulative skills can be offered through the mathematics learning center. Courses such as geometry, mathematical thinking, and some parts of college algebra and calculus are very difficult to program, since group interaction is needed.

5. The instructor has more control over attendance in the lecture system.

6. Many difficulties and misunderstandings arise because students lack the ability to read with comprehension.

7. Unless the system is extremely well-executed, the record keeping and planning can be overwhelming.

8. For the shy person, individualized instruction can be a lonely way to learn.

9. The system can be frustrating to an instructor who needs to feel in command of a situation.

10. The demand on the instructor's patience, time, and teaching prowess is extraordinary during the time spent in the center.

11. The instructor might find it difficult to shift roles from a dispenser of knowledge to a manager of a learning environment.

Both program and learning flexibility offered to our students through the math learning center far outweigh the hypothetical shortcomings. A mathematics student can:

1. Proceed at his own rate of speed.
2. Take as long as needed to understand the individual contents of the course.
3. Take frequent and multiple tests when ready.
4. Have unlimited testing time.
5. Have instant feed-back on test results.
6. Have a high probability of success.
7. Have tutorial help when needed.
8. Emphasize learning rather than grades.
9. Take courses at any time, day, night, or Saturday at own convenience.
10. Have a choice of a number of instructors.

In general, the cited literature affirms the potential of individualized instruction in a learning center environment.

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III

METHODOLOGY

Design of the Study

This study of the effectiveness of individualized instruction, in a learning center, to eliminate ninth grade reading deficiencies was conducted under the aegis of the Adult and Continuing Education Division of Metropolitan Technical Community College, Omaha, Nebraska. The Learning Center was located at the Offutt Air Force Base Education facility.

Building upon the basic assumptions stated in Chapter 1, the following specific objective for the study was investigated:

To assess the effectiveness of the Air Force Individual Development and Educational Advancement Reading program to assist students reach the 9th grade reading level.

To accomplish this objective, the following procedures were used:

1. The criteria used by the learning center staff for successful completion of the program were described.

2. The records of one hundred students who participated in the program were randomly selected.

3. Graphs depicting the performance of students were developed to illustrate the following outcomes:

- a. successfully completed the program as negotiated.
- b. successfully completed the program with extended time.

c. transferred to other bases or separated from the Air Force prior to program completion.

d. were unsuccessful or are not making progress.

4. Tables of pre-post test scores of students who:

a. successfully completed the program as negotiated.

b. successfully completed the program with extended time.

5. A survey was conducted to assess supervisors' and students' perception of program effectiveness.

To describe the criteria for effective completion of the program, the investigator conducted on-site interviews with program administrators, learning center teachers, clerical personnel, the base education officer, and supervisors.

Staff criteria for successful completion of the program and ABLE III re-test were as follows:

Vocabulary

1. At least 40 hours classroom attendance.

2. Ninety percent proficiency on 23 vocabulary tapes, worksheets and crossword puzzles.

3. Completion of other assigned materials at 80% accuracy. (Materials were assigned based on diagnostic tests and/or informal inventories as well as teacher observation.)

Reading

1. At least 40 hours classroom attendance.

2. Completion of assigned materials at 80% accuracy.
(Materials were assigned based on diagnostic tests and/or informal inventories as well as teacher observation.)

Reading curricular materials were selected to:

1. Cover a wide ability range.
2. Meet the many and varied interest levels of students.
3. Be current and topical.
4. Introduce, reinforce, and measure prescriptive work.
5. Reflect a "multi-sensory" approach to learning.
6. Be self-instructive.

Procedurally, the following steps were taken to assist students to reach the ninth grade reading level:

Step 1. Individuals in need of reading remediation are identified by: (1) reading proficiency recorded in the Airmen's Personnel Record; and (2) referrals by commanders and/or supervisors. In the former situation, a notice of the Airman's deficiency is sent to the individual's unit on-the-job training (OJT) manager. The training manager then arranges for ABLE III testing. Appendix A is a copy of letter of notification to the training manager. In the latter case, the individual is verbally directed to go to the base education testing facility for ABLE III testing.

Step 2. ABLE III test results (Appendix B) are forwarded to the Consolidated OJT Section for master record update. A copy is also forwarded to the unit OJT manager, with a letter that explains the purpose of the IDEA Reading Improvement Program (Appendix C).

Step 3. For personnel who do not attain acceptable scores, the OJT manager schedules enrollment in the IDEA reading improvement program.

Step 4. Student enrollment - this step includes the following:

a. Documenting personal and educational history (Appendix D).

b. The student and teacher review ABLE III test results.

c. The student is given the documents and an explanation of the procedure that must be completed to officially enroll (Appendixes E and F).

d. The student is scheduled for the Stanford Diagnostic Reading Test (SDRT).

e. General classroom procedures are explained.

f. Student and staff expectations are discussed.

Step 5. The student returns for SDRT administration.

Step 6. SDRT results are analyzed, posted, and preparation is made for interpretation. Based upon analysis of the SDRT,

ABLE III, teacher observation, and student input, an initial contract is devised by the teacher (Appendix G).

Step 7. The student returns for test interpretation. Strengths and weaknesses are identified. The contents and requirements of the contract are discussed. The teacher emphasizes that the contract is flexible--that the student and teacher together may affect changes when and where necessary.

Step 8. Student work materials are discussed. The student is made aware that he or she, and the teacher will monitor student progress. The student is also made aware that records will be maintained relative to attendance and that daily work and scores will be reviewed.

Step 9. A minimum of 40 classroom clock hours in each area (reading and/or vocabulary) must be accomplished. In addition to the minimum hourly requirements, the student is not considered eligible for re-testing until all assigned materials in the contract have been covered.

Step 10. Teacher/Student discuss re-testing readiness for ABLE III. Daily work scores are reviewed. Teacher and student work with student perceived barriers to successful re-testing.

Step 11. The student is scheduled for re-testing.

To assess the gain scores of students in the program, a random sample of 100 students was selected. The sample represents 20% of the total center population for the period covered by this study.

Questionnaires were developed to obtain supervisor and student subjective evaluation of remedial services. The questionnaire for supervisors was developed to obtain their viewpoints and/or knowledge of benefits achieved from the program in the following areas: (See Appendix H)

1. Supervisor awareness of the IDEA program and program objectives.
2. Supervisor expectations of the performance of students completing the program.
3. Supervisor evidence of improvement in job performance of participants, relative to attitude, reading ability, written and spoken communications, understanding of reading materials encountered on the job, and ability to effectively communicate with others.
4. Supervisor input regarding specific program changes.
5. Supervisor attitude toward diverting time from primary duty assignments to sharpen or develop skills that will contribute to mission support.

The supervisor survey instrument was distributed to 45 unit on-the-job training managers. Analysis of their responses was presented in written and statistical form.

The student survey form was developed to obtain feedback on their perception of the program relative to the following:

1. Student ability to differentiate between the components of the total IDEA program.

2. Determine if students were allowed regular duty time to participate in the program.

3. Student feelings about educational materials used, learning atmosphere, teachers, and physical facilities.

4. Student feeling concerning the input process.

5. Student perception of benefits/non-benefits obtained from the program.

6. Suggestions for program improvements.

The student survey instrument was distributed to 40 students. Analysis of their responses is presented in written and statistical form. (See Appendix I)

IV

FINDINGS

This study to assess the effectiveness of the Air Force Individual Development and Educational Advancement Reading program in assisting students to reach the 9th grade reading level used five basic procedures. The first procedure was to describe the criterion for successful completion of the program. The description is as follows.

1. Program Staff--The Individual Development and Educational Advancement (IDEA) Program Learning Center is staffed by four full-time instructors who possess current Nebraska State secondary teaching certificates. They share responsibility for instruction in all subject areas, however, each has specialty areas. The program is directed by the Program Associate, who coordinates all on-base courses offered by Metropolitan Technical Community College (Metro Tech). The Program Associate reports directly to the Dean of Continuing Education. Several substitute teachers are available in case of illness or in-service activities. The program also employs a secretary who is charged with record maintenance for the Air Force and the college.

2. Statement of Work

a. Metro Tech--To provide a learning center operation consistent with the objective stated in Chapter 3, Metro Tech contractually provides the following key program elements:

(1) Insures operational hours from 0730-2100 hours Monday through Thursday; 0730-1700 hours Friday; and from 0800-1200 hours on Saturday.

(2) Staffs the learning center with qualified teachers/tutors who meet the same minimum qualifications as would be required for a similar on-campus program.

(3) Establishes procedures that will continually monitor student progress.

(4) Maintain and make available to the Base Education Officer (ESO) military student records as well as the basic learning skills being pursued.

(5) Provide for student use, adequate software and hardware items which support the center's learning objectives.

(6) Consult with the ESO on procedures that impact instructional content, course scheduling, registration and attendance.

(7) Administer and interpret pre- and post-testing instruments, excluding ABLE III, that fulfill the center's educational objectives.

b. The United States Air Force (USAF)--To assist Metro Tech in reaching the stated objective, the USAF contractually provides the following key program elements:

(1) The necessary physical space that is conducive to a learning center operation.

(2) Depending upon available funding, provides through the base library, additional software resources that will support the learning center.

(3) Makes available to the IDEA staff, all resources of the Base Education function.

(4) Provides reproduction and promotion services relative to program publicity.

(5) Testing and scoring of ABLE III, as well as providing the test instrument.

c. Procedures--The center staff is dedicated to the goal of helping their students to reach the 9th grade reading level. Meticulous care is given to each student as they proceed through the steps listed in Chapter 3. Special emphasis is placed upon:

(1) Aiding students in the identification of reading deficiencies (comprehension and/or vocabulary) and devising means to correct such deficiencies.

(2) Judicious use of diagnostic tools. Though the staff uses the results of the ABLE III and the Stanford Diagnostic Reading Test (SDRT) when devising individual reading remediation programs, consideration is given to the possible causes of reading deficiencies. These include a possible lack of exposure to quality education; a lack of interest while in school; and the possibility of learning disabilities.

(3) The use of teacher constructed pre-tests; teacher assessment through informal inventory and interview processes; and student assessment of his/her personal educational needs.

3. Student Sample--ABLE III Reading Comprehension Program Completion--The second assessment was to review the record

folder of 100 randomly sampled students. An analysis of 100 students revealed that:

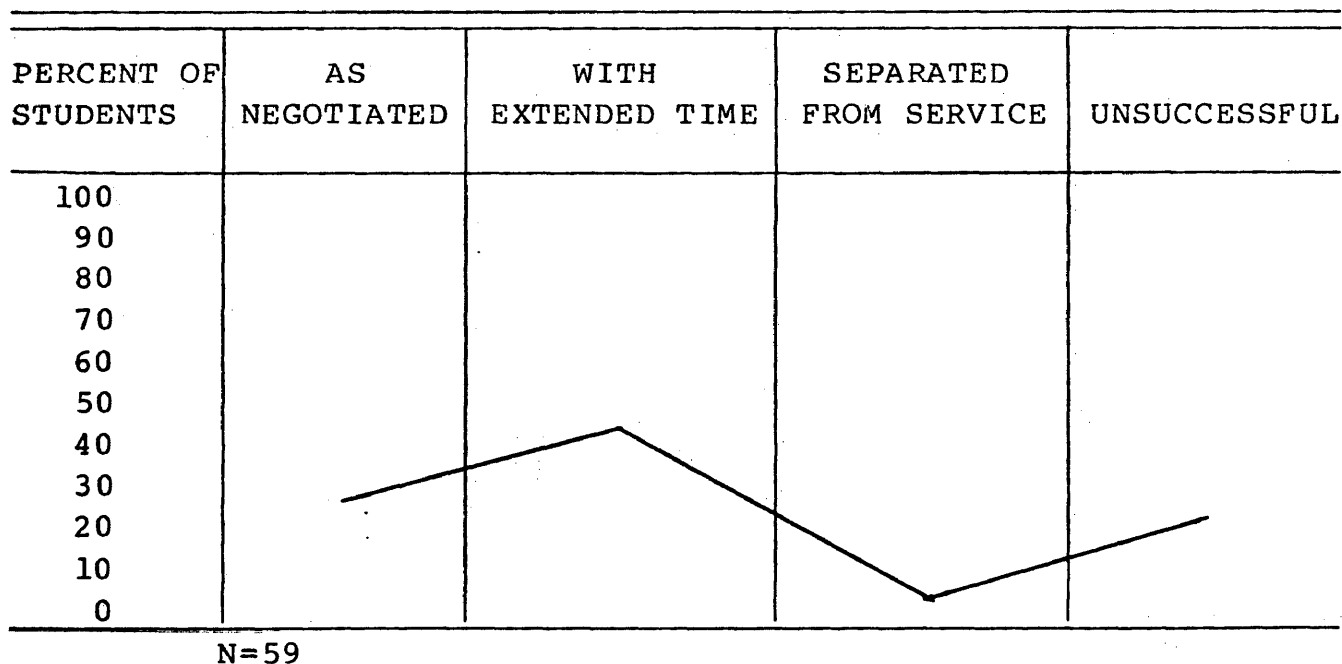
a. 41% of the students passed and 59% failed the pre-test.

b. Of the 59% that failed, 29% successfully completed the program as negotiated; 42% successfully completed the program with extended time; 2% separated from service before program completion; and 27% were unsuccessful.

Figure 1 below depicts the results of the failing students who were subsequently enrolled in the reading comprehension part of the program.

Figure 1

Per Cent of Students Successfully Completing the Reading Comprehension Part of the Development of 9th Grade Reading Skills



NOTE: This chart does not reflect the 41 students successfully completing the initial reading comprehension test-- therefore N does not total 100.

Pre-Post Test Scores--ABLE III Reading Comprehension.

Pre-post test scores revealed that: Of the 59% failure rate on the pre-test, 71% were successful following remedial training; 29% were unsuccessful.

Figure 2 below reflects the results of pre-post ABLE III Reading comprehension.

Figure 2

Per Cent of Students Passing/Failing
Pre-Post Reading Comprehension Test

Pre Test	Post Test	
	Percent Failing	Percent Passing
Percent Passing 41		
Percent Failing 59	29% N=17	71% N=42

NOTE: Post-test Scores do not total 100 since the test is not administered to 41 students passing the pre-test.

Student Sample--ABLE III Vocabulary Program Completion.

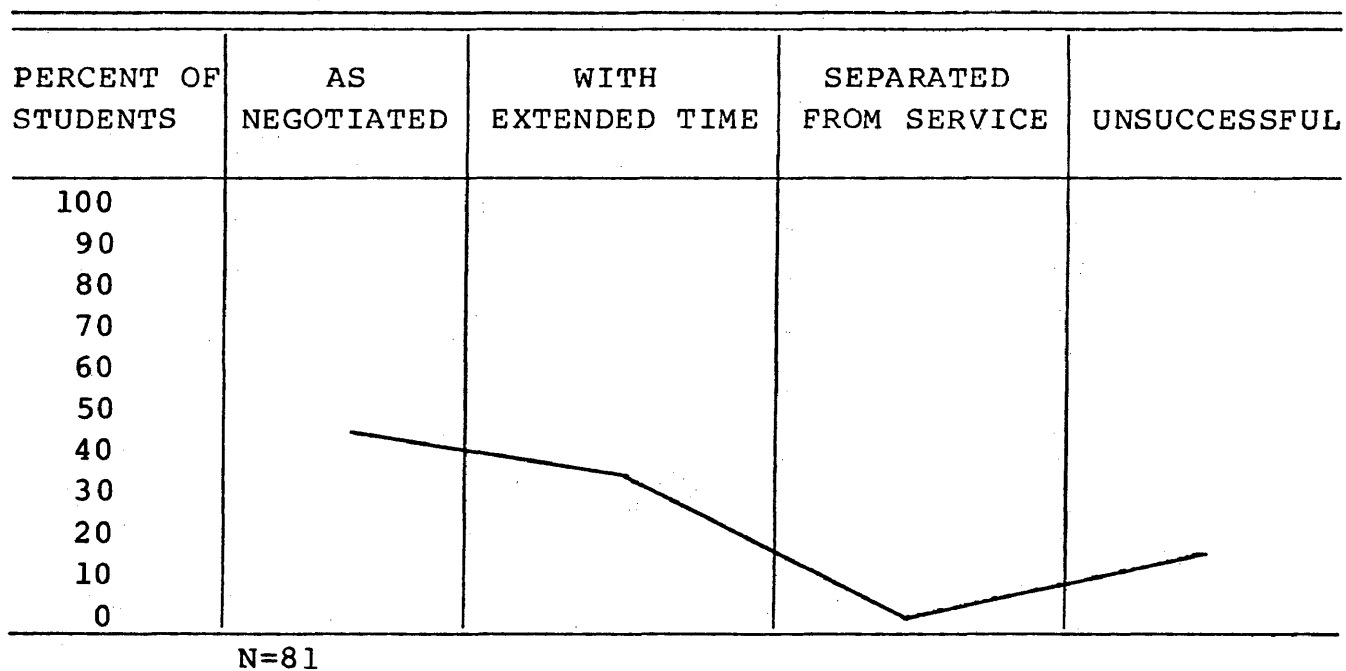
The student sample in Vocabulary revealed that: 81% of the students failed the pre-test. 44% of students failing the initial test, successfully completed the remediation program as negotiated; 37% were successful with extended time; 1% separated from service; and 17% were unsuccessful.

When compared to the reading comprehension part of the ABLE III instrument, a larger percentage (81%) of students failed the vocabulary portion of the instrument than the reading comprehension portion (59%).

Figure 3 below illustrates program completion in the area of vocabulary.

Figure 3

Per Cent of Students Successfully Completing the Vocabulary Part of the Development of 9th Grade Reading Skills



NOTE: This chart does not reflect the 19 students successfully completing the initial test--therefore N does not total 100.

Pre-Post Test Scores--ABLE III Vocabulary.

Pre-post test vocabulary test scores revealed that: Of the 81% that failed the pre-test, 81% were unsuccessful after remedial training, 19% were unsuccessful.

Figure 4 illustrates pre-post test vocabulary scores.

Figure 4

Percent of Students Passing/Failing Pre-Post Vocabulary Test

Pre Test	Post Test	
	Percent Failing	Percent Passing
Percent Passing 19		
Percent Failing 81	19% N=15	81% N=66

NOTE: Post-test Scores do not total 100 since the test is not administered to 19 students passing the pre-test.

The final procedure was to survey the supervisors and students for their perception about the program and recommended changes. Of the 45 supervisors surveyed, 21 or 47% responded with completed questionnaires. Results of the supervisor questionnaire: The 47% of supervisors who replied to the questionnaire perceived the program as highly helpful to those individuals sent for training. Detailed results are as follows:

Question 1: Were you aware of the (IDEA) Individual Development and Educational Advancement (Reading) Program and how it might help persons with reading problems, prior to sending students for training? Eighty-six percent replied highly aware and fourteen percent responded that they were somewhat aware.

Question 2: What were your expectations of progress to be made by those persons sent from your unit for training?

There were many positive expectations. Representative of the expectations are:

1. Improved reading comprehension and word knowledge would benefit the individual as well as the Air Force.
2. Student exposure to education would encourage a continuation of the education process.
3. Improved reading skills would allow the individual to be more competitive with peers.
4. Improved reading skills would increase the individual's prospects of comprehending Career Development Course Materials.
5. Individual self-confidence would be enhanced; also communication skills.
6. Advancement to the 9th grade reading level would be accomplished.
7. Upon program completion, passing the ABLE III test would be possible.

Question 3: For those persons completing the IDEA reading program, can you document improvement in duty performance as it relates to the following factors? The responses presented in Figure 5 indicate that the expectations were high for increased reading (100%), written (67%), and job-related reading material (86%). The expectations were average for improved attitude (57%) and communication (52%).

Figure 5
Supervisor's Perception of Student Improvement
In Performance

CHARACTERISTICS	Yes	No
a. Attitude	57%	43%
b. Reading ability	100%	0%
c. Written/spoken communications	67%	33%
d. Reaction to reading materials required for job performance	86%	14%
e. Response to the communications of others	52%	48%

Question 4: In what ways do you feel that the program could better assist Adult Basic Learning Examination (ABLE III) students?

Ways to better assist ABLE III students were:

1. Upon program completion, award a course completion certificate.
2. Include speed reading in the program.
3. Increase the number of required clock hours for each program part.

4. Provide an orientation period for supervisors, to enable them to fully understand the program and student involvement.

5. Test for beyond the 9th grade reading level on the post-test and inform students who have surpassed the 9th grade level.

6. Publicize the program more at the unit level.

Question 5: Do you feel that the time and effort spent contributed to the attendee's contribution to unit mission objectives? The respondents were 100% agreed that the time and effort spent contributed to unit mission objectives.

6. Suggestions: Supervisory comments suggesting improvements in the program were:

1. Provide more program information to squadron commanders.

2. Emphasize minimum clock hours required during intake interview.

Student Survey

Of the 30 questionnaires sent to students 21 or 70% responded.

Results of the student questionnaire: The 70% of students who responded to the questionnaire indicated overall acceptance of the program.

Detail results are as follows:

Question 1: What program are you enrolled in?

_____ High School Diploma

_____ Developmental

_____ ABLE III

100% of respondents indicated that they were enrolled in the ABLE III program. The significance of this is that students are aware of the total IDEA program.

Question 2: Have you been allowed regular duty time to attend classes? 86% answered "yes" to this question. The 14% that answered in the negative did not work the regular duty hours (that is, from 8:00 a.m. to 5:00 p.m.--they worked at night, from 12:00 midnight until 8:00 a.m.).

Question 3: Our program is self-paced. Has this approach been helpful to you in completing your goal(s)? Please comment. 100% responded "yes" to this question. However, no comments were made.

Question 4: Indicate how you feel about the following items by circling the appropriate box.

PROGRAM RESPONSE

EVALUATION

	<u>very good</u>	<u>good</u>	<u>fair</u>	<u>poor</u>
Educational materials:	52%	43%	5%	0%
Learning atmosphere:	67%	29%	4%	0%
Teachers:	76%	24%	0%	0%
Arrangement of classroom for studying:	48%	43%	9%	0%

Question 5: When first registering for IDEA, did you understand the forms, explanations, and procedures? How should the registration process be improved? 76% replied "yes" and 24% replied "no". No comments were offered relative to improving the registration process.

Question 6: How has the program been beneficial/not beneficial to you? 100% of those responding indicated that the program was beneficial to them. Those who gave an explanation cited the following reasons for finding the program beneficial:

1. Program improves reading comprehension.
2. Program helps with vocabulary improvement.
3. Programs assist with college preparation.
4. Program helps with english as a second language.

Question 7: How did you find out about the program?

<u>SOURCE</u>	<u>PER CENT</u>
1. Commander/Supervisor	57%
2. Squadron Training	19%
3. Base Education	14%
4. Safety Monitor	5%
5. Miscellaneous Responses	5%

Question 8: Do you have suggestions on how we might better publicize our program? 90% answered "no". 10% felt that an effort should be made to publicize the accomplishment of students who have completed the program and continued their education.

Question 9: Please comment or make suggestions on any area that you feel could be improved or changed. Suggestions offered were:

1. Provide better testing hours for night-shift workers.
2. Physical enlargement of the center.
3. Allow students to check out training materials.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY.

The purpose of this study was to assess the effectiveness of the Air Force Individual Development and Educational Advancement Reading Program in assisting students to reach the ninth grade reading level. To accomplish this objective, a five step procedure was used. The procedure was: (1) a description of the criteria for successful completion of the program; (2) a review of the record folders of one hundred randomly selected students that participated in the program; (3) narrative and graphic presentation of student success and failure; (4) narrative and graphic presentation of pre-post test scores; and (5) a survey of student and supervisor perception about the program and recommended changes.

A review of the findings of the study presented in the previous chapter demonstrates that individual instruction in a learning center is a viable approach to reducing reading deficiencies in the United States Air Force.

CONCLUSIONS.

It is clear that a remedial program with extended time in reading comprehension and vocabulary significantly increases the student's capability of reading at the ninth grade level.

Data reveal that: (1) of the students failing the initial reading comprehension pre-test, 71% (N=42) were successful when

post-tested; and (2) of the students failing the initial vocabulary pre-test, 81% (N=66) were successful when post-tested. These findings indicate a significant increase in reading and word recognition at the ninth grade level.

With respect to student's perception of the reading remediation program, 70% of the respondents indicated overall acceptance of the program. One hundred per cent of the responding group felt that the self-paced approach was helpful with the student goal of reaching the ninth grade reading level. These facts point to success for the majority of the students.

In their assessment of the remedial services program, supervisors gave solid support for continuation of the program. Their expectations for students sent for training were high (100%) for increased reading potential.

The program obtains its strength from its flexibility of services to students. It is a worthwhile program--it gets the job done, and it meets the needs and interest of the students and the United States Air Force.

On the basis of the data, the IDEA Reading Program has been moderately successful. On the basis of those who finished the program, it has been highly successful.

RECOMMENDATIONS.

Based upon the success rate of those students who enroll in the program and complete it, it is recommended that the program be continued; for it is very clear that the program provides the

opportunity for participants to obtain basic reading skills that are necessary for productive performance of duty.

Attention should be given to those students who are not successful in the program, regardless of the reasons. Presently, there is no follow-up on these students. Other areas that may be focused upon to strengthen the program include:

1. Improved in-take procedures that would capture more in-depth personal/historical information. Such information will provide greater insight to the center staff when attempting to identify and correct reading deficiencies.
2. Improved record keeping procedures for students participating in the program.
3. Continued curriculum development within the individualized instruction format, based upon an understanding of individual and group dynamics and the teaching process.
4. The use of workshops to enrich teacher skills in basic skills teaching.
5. Procurement of more audio-visual equipment and materials.

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DEPARTMENT OF THE AIR FORCE
HEADQUARTERS 3902D AIR BASE WING (SAC)
OFFUTT AIR FORCE BASE, NEBRASKA 68113



REPLY TO
ATTN OF: DPMPO

(DATE)

SUBJECT: Initial Upgrade Training Data

TO: Unit OJT Manager _____

The following information is provided to assist you in the planning and preparation of training:

PERSONAL DATA

- a. Name:
- b. Grade:
- c. SSAN:
- d. General AQE:

AFSC INFORMATION

- a. Primary AFSC:
- b. Control AFSC:
- c. Duty AFSC:
- d. 2d AFSC:

TRAINING STATUS

- a. Code:
- b. Date Entered:
- c. Training to AFSC:
- d. CDC _____ ordered _____
- e. Typing- _____ GWPM _____ errors.

f. Reading Achievement

- (1) Part I:
- (2) Part II:
- (3) Date Tested:

David B. King
DAVID B. KING, MSgt, USAF
NCOIC, Base OJT

* Data is subject to Privacy Act of 1974 *

APPENDIX B

	NAME	SSAN	RANK	UNIT	SCORE		
					VOC.	READING	FORM
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
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IDEA Reading Improvement Program

Are you aware that the IDEA program here on base offers a 40 hour reading improvement course designed to prepare students who have not passed the ABLE III test?

This course concentrates on the major reading skills necessary to improve the overall reading ability of students at any level. Initially, the student will take the Stanford Diagnostic Reading Test (SDRT) to determine which reading skills should be improved to attain a better reading ability. Using the SDRT results as a guideline, an instructor will conference with each student to set goals and assign materials. In addition to the vocabulary skills described above, the major reading skills include:

Decoding skills are the individual skills used to identify each word that is read. Phonics, spelling, syllabication, suffixes, and prefixes are part of the decoding process.

Comprehension is the ability to understand what is read, the ultimate goal of reading. Literal comprehension is the ability to identify and recall stated details and main ideas that are directly presented. Inferential comprehension is the ability to read critically and form conclusions from information that is indirectly presented.

Reading Speed emphasizes the ability to read quickly as well as accurately. Learning to concentrate and adjust rate to the type of reading material are part of improving reading rate. The Craig Reading machine is used by students who frequently double their rate during this course.

The IDEA program is located in room 14 of the Base Education Complex in Building "D". Send your people over to enroll. Let us help them improve their reading skills. If you'd like more information, please call 294-2142.

Sincerely,

A handwritten signature in cursive script that reads "Ruth Iliff".

Ruth Iliff
Program Associate

ENROLLMENT										19																																												
<div style="display: flex; justify-content: space-between;"> <div> <p>Advisor:</p> <p>1. Last Name: First Name: Middle Initial:</p> <p>4. Current Mailing Address:</p> </div> <div> <p>2. Rank/Dep: 3. SSAN:</p> <p>5. Organization:</p> <p>6. Supervisor:</p> <p>7. Duty Phone:</p> <p>8. Home Phone:</p> </div> </div>																																																						
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<p>15. Immediate Academic Goals:</p> <p>CLEP (Gen) Date College:</p> <p>CLEP (Subj) Date</p>						<p>14. Language Proficiency: Speak/read</p> <p>Future Academic Goals:</p> <ul style="list-style-type: none"> — H.S. Diploma — GED — CCAF — Associate Degree — BA/BS — MA/MS — PhD — Other 																																																
<p>17. High School Courses Completed:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 33%;">English</th> <th style="width: 33%;">Mathematics</th> <th style="width: 33%;">Social Studies</th> <th style="width: 33%;">Other</th> </tr> <tr> <td>I</td> <td>Basic</td> <td>Am. Hist.</td> <td></td> </tr> <tr> <td>II</td> <td>Consumer</td> <td>Am. Govt.</td> <td></td> </tr> <tr> <td>III</td> <td>Alg. I</td> <td></td> <td></td> </tr> <tr> <td>IV</td> <td>Geometry</td> <td>Science</td> <td></td> </tr> <tr> <td></td> <td>Alg. II</td> <td>General</td> <td></td> </tr> <tr> <td></td> <td>Trig</td> <td>Biology</td> <td></td> </tr> <tr> <td></td> <td>Pre Calc</td> <td>Chemistry</td> <td></td> </tr> <tr> <td></td> <td>Calc</td> <td>Physics</td> <td></td> </tr> <tr> <td>Comp</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Lit</td> <td></td> <td></td> <td></td> </tr> </table>						English	Mathematics	Social Studies	Other	I	Basic	Am. Hist.		II	Consumer	Am. Govt.		III	Alg. I			IV	Geometry	Science			Alg. II	General			Trig	Biology			Pre Calc	Chemistry			Calc	Physics		Comp				Lit				<p>16. Job Requirements:</p> <ul style="list-style-type: none"> — Reading Skills — Writing Skills — Math Skills — Other 				
English	Mathematics	Social Studies	Other																																																			
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<p>18. College Courses Taken:</p> <p>Major —</p> <p>Minor —</p> <p>Degree</p> <p>Certificates</p>						<p>19. Books Checked Out:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Title</th> <th style="width: 10%;">Book #</th> <th style="width: 20%;">Date Out</th> <th style="width: 40%;">Return</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>					Title	Book #	Date Out	Return																																								
Title	Book #	Date Out	Return																																																			
<p>The information on this folder was given voluntarily by me to the IDEIA counselors. I also give the IDEIA staff permission to view and discuss any progress reports and test results with appropriate military personnel. I understand I am expected to average 8-10 hours a week in the classroom.</p>																																																						
<p>Signature _____ Date _____</p>																																																						

IDEA Learning Center

Offutt AFB, NE

AUTHORIZATION TO ATTEND IDEA

Individual Development and Educational Advancement (IDEA) is an educational program funded by the Base Education Office and approved by Hq SAC. It is regulated by AFR 213-1, Chapter 9, and AFR 50-23, Table 4-4, Rules 17 and 24.

DEVELOPMENTAL PROGRAM: If you think it is important to receive a record of weekly attendance in IDEA, please check the box below.

ABLE III PROGRAM: Hours for ABLE III students will be sent to appropriate squadron Training NCO on a weekly basis.

_____ has my permission to receive duty time to attend the IDEA program.

COMMANDER

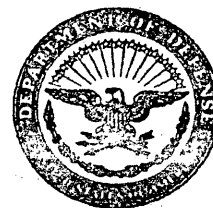
TRAINING NCO

IMMEDIATE SUPERVISOR

☐

YES, I would like weekly attendance roster.

DEPARTMENT OF THE AIR FORCE
 HEADQUARTERS 3902D AIR BASE WING (SAC)
 OFFUTT AIR FORCE BASE, NEBRASKA, 68113



PLY TO
 TN OF: Unit Commander/Supervisor

SUBJECT: Authority for Enrollment in IDEA Program During Duty Hours

TO: 3902ABW/DPE

1. Unit Commanders and supervisors must arrange time for their personnel to comply with the testing and counseling aspects of the on-duty skill development IDEA program. The program does not direct mandatory on-duty instruction; however, base or unit commanders may request ESO's to provide such programs and may direct participation of their personnel. Released time of 10 hours per week is authorized and encouraged within unit capabilities for skill development aspects of IDEA. (AFR 213-1, Chapter 9)

Last Name - First Name-Middle Initial	Grade	Organization	Dty Ph
---------------------------------------	-------	--------------	--------

Title of Course	Time Period
-----------------	-------------

2. I understand that the IDEA program is designed to assist me, as a member of the USAF and as an individual American. My individual application and effort can have a measurable effect upon my future in the Air Force and in civilian life. I will make a positive effort to succeed in the program through self study and use of available instruction.

 Student Signature

1st Ind

I recommend the above named student be enrolled in above course, based on review of his/her educational records and anticipated educational goals.

 GUIDANCE COUNSELOR SIGNATURE

 EDUCATION OFFICER SIGNATURE

2nd Ind

I recommend that above named student be enrolled in above course. I have discussed this request with applicant's immediate supervisor. Arrangements () can () cannot be made to cover the applicant's duty requirements during the above cited time frame without endangering the mission performance of unit.

 COMMANDER SIGNATURE

Peace is our Profession

READING AND VOCABULARY IMPROVEMENT

___ Why Reading?

___ Explanation of Reading Skills.

I DECODING SKILLSA. PHONICS

- ___ 1. Word Wheels
- ___ 2. Magnetic Pattern Phonics Tapes
- ___ 3. Vowels For Reading Filmstrips
 - ___ a. Part 1 Short and Long A
 - ___ b. Part 2 Short and Long E
 - ___ c. Part 3 Short and Long I
 - ___ d. Part 4 Short and Long O
 - ___ e. Part 5 Short and Long U
- ___ 4. Sounds For Reading Filmstrips
 - ___ a. Part 1 Consonant Sounds
 - ___ b. Part 2 Using Consonant Blends
 - ___ c. Part 3 Using Vowel Digraphs
 - ___ d. Part 4 Using Vowel Diphthongs
 - ___ e. Part 5 A Word Recognition System
- ___ 5. Using Phonics Series Tapes
 - ___ a. 9011 Identifying Consonant Sounds
 - ___ b. 9012 Identifying And Using Short A
 - ___ c. 9013 Identifying And Using Short E
 - ___ d. 9014 Identifying And Using Short I
 - ___ e. 9015 Identifying And Using Short O
 - ___ f. 9016 Identifying And Using Short U
 - ___ g. 9017 Identifying And Using Long A
 - ___ h. 9018 Identifying And Using Long E
 - ___ i. 9019 Identifying And Using Long I
 - ___ j. 9020 Identifying And Using Long O
 - ___ k. 9021 Identifying And Using Long U
 - ___ l. 9022 Consonant Blends Part 1
 - ___ m. 9023 Consonant Blends Part 2
 - ___ n. 9024 Consonant Digraphs
 - ___ o. 9025 Vowel Digraphs
 - ___ p. 9026 Vowel Diphthongs
 - ___ q. 9027 R-Controlled Vowels
 - ___ r. 9028 Silent Vowels and Consonants
 - ___ s. 9029 Consonants That Change
 - ___ t. 9030 A Word Attack System
- ___ 6. Steck-Vaughn Adult Reading Program
 - ___ a. 1400 Phonics
 - ___ b. 1500 Phonics
 - ___ c. 1700 Skills Application
 - ___ d. Can You Top This and Other Stories
 - ___ e. Devilrow and Other Stories
 - ___ f. Nightcrossing and Other Stories
- ___ 7. Basic Education: Reading Book 1
- ___ 8. Phonics Packets
 - ___ a. Consonants - Book 13
 - ___ b. Vowels - Book 14

READING AND VOCABULARY IMPROVEMENT

Page 2

_____ c. Consonants Adv. - Book 16

_____ d. Vowels Adv. - Book 17

_____ 9. Other

B. STRUCTURAL ANALYSIS

_____ 1. Structural Analysis Lab 1

_____ a. 9109 Syllables, Auditory

_____ b. 9110 Syllables, Visual

_____ c. 9111 Syllables, Accent

_____ 2. Structural Analysis Lab 2

_____ a. 9102 Plurals

_____ b. 9104 Possessives

_____ c. 9105 Inflections & Comparatives

_____ 3. Structural Analysis Lab 3

_____ a. 9106 Getting to the Root of Words

_____ b. 9107 Prefixes

_____ c. 9108 Suffixes

_____ 4. Steck-Vaughn Adult Reading Program

_____ a. 160Q Structural Analysis

_____ 5. Phonics Packets

_____ a. Structural Analysis - Book 15

_____ b. Structural Analysis Adv. - Book 18

_____ 6. Spelling

_____ a. Spelling Book

_____ b. Increase Your Vocabulary - Book 1

_____ c. Words & Meanings

_____ 7. Other

II VOCABULARY SKILLS

A. DICTIONARY SKILLS

_____ 1. Spelling - Chapter 9

_____ 2. Dictionary Skills Worksheets

_____ 3. Harbrace Vocabulary Workshop - Chapter 1

B. WORD PARTS

_____ 1. Vocabulary Tapes # 1, 2, 3, & Review

_____ 2. Words & Meanings

_____ a. Book C - Chapters 16-20

_____ b. Book D - Chapters 6-11

_____ c. Book E - Chapters 11-15

_____ d. Book F - Chapters 13-17

_____ 3. Increase Your Vocabulary - Book 1, Book 2

_____ 4. Structural Analysis - Lab 3

_____ 5. Specific Skill Series - Working With Sounds

_____ 6. Learning Words - Level A, Level B

C. VOCABULARY BUILDING

_____ 1. Vocabulary Tapes

_____ 2. Increase Your Vocabulary - Book 1, Book 2

_____ 3. Learning Words - Level A - F (topic oriented)

_____ 4. SRA Vocabu-Builders

_____ 5. Words & Meanings - Books A, B, C, D, E, & F

_____ 6. Other

READING AND VOCABULARY IMPROVEMENT

Page 3

III COMPREHENSION SKILLS

1. SRA Reading For Understanding
 - a. General
 - b. Senior
2. Comprehension Skill Series Red -- Blue -- Tapes
 - a. Isolating Details & Recalling Facts
 - b. Retaining Concepts & Organizing Facts
 - c. Making a Judgement
 - d. Making an Inference
 - e. Drawing a Conclusion
3. Be A Better Reader - Book A, B, C, D, E, F, G, H, I
4. Reading Recall
5. Reader's Digest Advanced Skill Builders

<u>Green</u>	<u>Purple</u>	<u>Blue</u>
<u>Part 1</u>	<u>Part 1</u>	<u>Part 1</u>
<u>Part 2</u>	<u>Part 2</u>	<u>Part 2</u>
<u>Part 3</u>	<u>Part 3</u>	<u>Part 3</u>
<u>Part 4</u>	<u>Part 4</u>	<u>Part 4</u>
6. Specific Skill Series
 - a. Following Directions - Level G, H, I, J, K, L
 - b. Using the Context - Level G, H, I, J, K, L
 - c. Locating the Answer - Level G, H, I, J, K, L
 - d. Getting the Facts - Level G, H, I, J, K, L
 - e. Getting the Main Idea - Level G, H, I, J, K, L
 - f. Drawing Conclusions - Level G, H, I, J, K, L
 - g. Detecting the Sequence - Level G, H, I, J, K, L
7. Reading Comprehension Workshop - Level A, B, F
8. Newspaper Tapes
 - a. The Look and Language of the Newspaper
 - b. Something For Everyone
 - c. What Is News?
9. College Reading Series
 - a. Selections From the Black Olive Brown Purple
 - b. Voices From the Bottom Olive Brown Purple
10. Basic Education: Reading Book 2
11. Scott-Foresman: Coping Series
12. Other

IV READING RATE

1. Skanning and Skimming
2. Reading Drills
3. Fast Reading Tips
4. Craig Reader
5. Other

V STUDY SKILLS

1. Study Skills Worksheets (SQ3R)
2. The Now Student
3. Other

APPENDIX H

DATE _____

Supervisor Assessment of Remedial Services

This questionnaire is designed for the purpose of obtaining input from you to improve our learning center as a means of helping our students. Please take time to answer these following questions. Thank you.

1. Were you aware of the (IDEA) Individual Development and Educational Advancement Reading Program and how it might help persons with reading problems, prior to sending students for training?

a. Highly Aware b. Somewhat Aware c. No Knowledge

2. What were your expectations of progress to be made by those persons sent from your unit to the IDEA Program?

3. For those persons completing the IDEA reading program, can you document improvement in duty performance as it relates to the following factors?

a. Attitude	Yes	No
b. Reading ability	Yes	No
c. Written/spoken communications	Yes	No
d. Reaction to reading materials required for job performance	Yes	No
e. Response to the communications of others	Yes	No

4. In what ways do you feel that the program could better assist Adult Basic Learning Examination (ABLE III) students?

5. Do you feel that the time and effort spent was contributed to the attendee's contribution to unit mission objectives?

Yes No

6. Suggestions:

APPENDIX I

DATE _____

Student Assessment of the Reading Program

This questionnaire is to obtain input from you to improve our learning center as a means of helping our students. We appreciate your taking time to answer these questions. No names need to be included. Thank you.

1. What program are you enrolled in? ☐ High School Diploma
☐ Developmental
☐ ABLE III
2. Have you been allowed regular duty time to attend our classes? ☐ Yes ☐ No
3. Our program is self-paced. Has this approach been helpful to you in completing your goal(s)? ☐ Yes ☐ No
Please comment.
4. Indicate how you feel about the following items by circling the appropriate box.

Educational materials:	very good	good	fair	poor
Learning atmosphere:	very good	good	fair	poor
Teachers:	very good	good	fair	poor
Arrangement of classroom for studying:	very good	good	fair	poor
5. When first registering for IDEA, did you understand the forms, explanations, and procedures? ☐ Yes ☐ No
How could the registration process be improved?
6. How has the program been beneficial/not beneficial to you?
7. How did you find out about the program?
8. Do you have any suggestions on how we might better publicize our program?
9. Please comment or make suggestions on any area that you feel could be improved or changed.